

Integration Plan

Your Name: Denise M. Whiteman

Grade level: 5th

Name of Lesson: *Mythology Creature Creation* (adaptation of “Monster Swap” primary lesson described at <http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/MonsterSwap/>)

* After I had this plan mostly completed I discovered another very similar unit/lesson. I did not get any part of my project plan from this other site but felt I should mention it because of the similarities. It is called “Unicorn, Dragons and Other Magical Creatures” at <http://edsitement.neh.gov/lesson-plan/unicorns-dragons-and-other-magical-creatures>

Description of Lesson: This project lesson will serve as the culminating activity for the mythology unit and will have two main components following class preparations: creature collaborations and digital story creation.

Part 1 - Prior to beginning research, students will brainstorm as a class criteria for creature content, story presentation content, and self/peer evaluations. In partner groups assigned by the teacher, based on the “Interest Survey for Mythology Project”, students will do follow-up research (books and online) on mythological creatures studied in class and ones not covered. While researching creatures students will begin developing ideas about a creature they would like to create; a graphic organizer (Mind42) will be used to organize their information. Individually, students will compose an illustration of a creature they would like to work with - the creature must be made up but can contain features of other creatures. Students will then begin a detailed written description of their creature. Details will include physical characteristics as well as behaviors. These descriptions will be posted to the class wiki (without their graphic representation) where they will be viewed by 7th graders from the high school. The 7th graders will draw a creature based on the descriptions submitted to the wiki. These drawings will be scanned and uploaded to the wiki for evaluation by the 5th graders. The 5th graders will be comparing their representations against the 7th grade representations and their descriptions. They will then decide whether to alter their descriptions or use the 7th grade interpretations. All students involved will then complete a self and peer evaluation based on criteria brainstormed in class (5th grade).

Part 2 - Prompt: Eurystheus has decided that because Athena helped Hercules with the Stymphalian Lake birds, this labor would not count - this means there must be a replacement labor. 5th grade students will begin a discussion thread (with the 7th graders) on their wiki page designed to aid them in the development of a new labor for Hercules which involves their creature. There can be no killing (must be a capture or other related task) or “blood & guts” in the story. Using an online graphic organizer (Mind42 or xTimeline) students will compile and organize their story ideas. Story elements must be included (characters, setting, plot, etc). They will then create a complete illustrated story based on the prompt and their creature. Stories may be done (depending on interest and skill level) using PowerPoint or PhotoStory, MovieMaker, MS Word or Publisher, or an online story creator like [Myths and Legends Story Creator](#), [Pinky Dinky Doo](#), [Pixton](#), [ToonDoo](#), [Kerpoof](#), or [Make Beliefs Comix](#). Digital stories (or links) will be submitted to the wiki for self and peer evaluation (parents, 7th graders, and classmates).

Skills/standards addressed	Check off	Add specific standards addressed	Resources used	Explain how specific standard is addressed
<i>Alignment to PA Standards Aligned System</i>		<p>3.7.7</p> <p>C. Explain and demonstrate basic computer operations and concepts.</p> <ul style="list-style-type: none"> • Describe the function of advanced input and output devices (e.g., scanners, video images, plotters, projectors) and demonstrate their use. • Demonstrate age appropriate keyboarding skills and techniques. <p>D. Apply computer software to solve specific problems.</p> <ul style="list-style-type: none"> • Identify software designed to meet specific needs (e.g., Computer Aided Drafting, design software, tutorial, financial, presentation software). • Identify and solve basic software problems relevant to specific software applications. • Identify basic multimedia applications. • Demonstrate a basic knowledge of desktop publishing applications. • Apply intermediate skills in utilizing word processing, database and spreadsheet software. • Apply basic graphic manipulation techniques. <p>E. Explain basic computer communications systems.</p> <ul style="list-style-type: none"> • Apply basic on-line research techniques to solve a specific problem. 	<p>PA Standards for Science and Technology</p> <p>http://www.portal.state.pa.us/portal/server.pt/community/state_academic_standards/19721</p>	<p>3.7.7.C</p> <ul style="list-style-type: none"> - Students will scan their drawings for submission to the class wiki - Students will type their collaborations into the wiki discussion boards and their presentation tool. <p>3.7.7.D</p> <ul style="list-style-type: none"> - Students will choose their story presentation tools. - Students, by personal drive, will learn to use their presentation tool effectively to meet their needs. - Students will create a digital story presentation using a technology tool of their choice - Students will use Picnik for any needed graphic editing for their presentation <p>3.7.7.E</p> <ul style="list-style-type: none"> - Students will use search engines to locate information on mythological creatures

<ul style="list-style-type: none"> • 	<p>2.5.5 F. Use appropriate problem-solving strategies (e.g., solving a simpler problem, drawing a picture or diagram). 2.6.5 A. Organize and display data using pictures, tallies, tables, charts, bar graphs and circle graphs. E. Construct and defend simple conclusions based on data.</p> <p>-----</p> <p>5.MD Represent and interpret data. Summarize and describe distributions. 6.SP 5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p>	<p>PA Standards for Mathematics http://www.portal.state.pa.us/portal/server.pt/community/state_academic_standards/19721</p> <p>-----</p> <p>Common Core State Standards for Mathematics http://www.portal.state.pa.us/portal/server.pt/community/state_academic_standards/19721</p>	<p>2.5.5.F - Students will use their research and their own creativity to create a graphic representation of their creature 2.6.5.A.E. - Students will use an online graphic organizer to organize their information during creature creation and digital story development</p> <p>Core Standards - See State Standards</p>
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•	<p>1.1.5 A. Establish the purpose for reading a type of text (literature, information) before reading. D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text. G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. · Summarize the major ideas, themes or procedures of the text. · Relate new information or ideas from the text to that learned through additional reading and media (e.g., film, audiotape). · Clarify ideas and understandings through rereading and discussion. · Make responsible assertions about the ideas from the text by citing evidence. · Extend ideas found in the text.</p> <p>1.2.5 A. Read and understand essential content of informational texts and documents in all academic areas. · Differentiate fact from opinion across texts. · Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present. · Make inferences about similar concepts in multiple texts and draw conclusions. · Evaluate text organization and content to determine the author's purpose and effectiveness. B. Use and understand a variety of media and evaluate the quality of material produced. · Use a variety of media (e.g., computerized</p>	<p>PA Standards for Reading, Writing, Listening, and Speaking http://www.portal.state.pa.us/portal/server.pt/community/state_academic_standards/19721</p>	<p>1.1.5.A. - Students will identify sources needed for research into mythological creatures 1.1.5.D. - Students will use various tools for research</p> <p>1.1.5.G. - Students will use an online graphic organizer to organize information obtained through research and during digital story development - Students will create an original creature based on their research and creativity</p> <p>1.2.5.A. - Students will use research to gather ideas for an original creature creation and digital story</p> <p>1.2.5.B. - Students will use books and online sources for research</p>
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		<p>card catalogues, encyclopedias) for research.</p> <ul style="list-style-type: none"> · Evaluate the role of media as a source of both entertainment and information. · Use established criteria to design and develop a media project (e.g., script, play, audiotape) for a targeted audience. <p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p> <p>1.4.5</p> <p>A. Write poems, plays and multiparagraph stories.</p> <ul style="list-style-type: none"> · Include detailed descriptions of people, places and things. · Use relevant illustrations. · Utilize dialogue. · Apply literary conflict. · Include literary elements · Use literary devices <p>B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).</p> <ul style="list-style-type: none"> · Include cause and effect. · Develop a problem and solution when appropriate to the topic. · Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). <p>1.5.5</p> <p>A. Write with a sharp, distinct focus identifying topic, task and audience.</p> <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> · Gather, organize and select the most effective information appropriate for the topic, task and audience. · Write paragraphs that have a topic sentence and supporting details. <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> · Sustain a logical order within sentences and between paragraphs using meaningful 		<p>1.2.5.C.</p> <ul style="list-style-type: none"> - Students will create a digital story presentation based on a given prompt <p>1.4.5.A.</p> <ul style="list-style-type: none"> - Students will create an original digital story presentation utilizing literary elements <p>1.4.5.B.</p> <p>1.5.5.A.B.C.D.</p> <ul style="list-style-type: none"> - Students will develop a description of their creature based on research and creativity which will be used for the collaboration component of the project - Students will create.use graphics to illustrate their digital story presentations - Students will organize their research and thoughts using an online graphic organizer
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		<p>transitions.</p> <ul style="list-style-type: none"> · Include an identifiable introduction, body and conclusion <p>D. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> · Use different types and lengths of sentences. · Use precise language including adjectives, adverbs, action verbs and specific details that convey the writer's meaning. · Develop and maintain a consistent voice. <p>E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> · Spell common, frequently used words correctly. · Use capital letters correctly. · Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes). · Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. · Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). <p>G. Present and/or defend written work for publication when appropriate.</p> <p>1.6.5</p> <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> · Compare information received on television with that received on radio or in newspapers. · Access information on Internet. · Discuss the reliability of information received on Internet sources. · Explain how film can represent either accurate versions or fictional versions of the 		<p>1.5.5.E.</p> <ul style="list-style-type: none"> - Students will work with collaborative partners (7th graders) to understand editing needs for clarity and convention <p>1.5.5.G.</p> <ul style="list-style-type: none"> - Students will upload all work to their wiki for presentation and evaluation - Students will participate in self and peer evaluations <p>1.6.5.F.</p> <ul style="list-style-type: none"> - Students will utilize all available media sources for research including print, online, theatrical, and any others available to them
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		<p>same event.</p> <ul style="list-style-type: none"> · Use a variety of images and sounds to create an effective presentation on a topic. <p>1.8.5</p> <p>A. Select and refine a topic for research.</p> <p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> · Evaluate the usefulness and qualities of the sources. · Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases). · Use tables of contents, indices, key words, cross-references and appendices. · Use traditional and electronic search tools. <p>C. Organize and present the main ideas from research.</p> <ul style="list-style-type: none"> · Take notes from sources using a structured format. · Present the topic using relevant information. <p>-----</p> <p>5.RL</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>5.RI</p> <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they</p>	<p>-----</p> <p>Common Core State Standards for English Language Arts http://www.portal.state.pa.us/portal/server.pt/community/state_academic_standards/19721</p>	<p>1.8.5.A.</p> <ul style="list-style-type: none"> - Students will determine their own preferences for creature research based on personal interest <p>1.8.5.B.</p> <ul style="list-style-type: none"> - Students will use appropriate search strategies for all sources, including identification of keywords, selection of varied sources, and application of knowledge regarding the use of those materials <p>1.8.5.C.</p> <ul style="list-style-type: none"> - Students will use online graphic organizers to organize their research findings - Students will create written descriptions of their creature creations for use in the collaborative component of this project - Students will create an original digital story presentation based on the given prompt <p>Core Standards See State Standards</p>
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		<p>represent.</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.RF</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>5.W</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		
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		<p>9.1.5. B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts. F. Describe works of others through performance or exhibition in two art forms. J. Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. • Experiment with traditional</p>	<p>PA Standards for Arts and Humanities http://www.portal.state.pa.us/portal/server.pt/community/state_academic_standards/19721</p>	<p>9.1.5.B.E.F.J.K. - Students will create an original illustration of a creature they developed based on research and creativity - Students will submit a written description of their creature for collaborative partners to use in recreating their creature - Students will evaluate and edit their descriptions based on their collaborative partner's interpretation of their work - Students will use presentation tools of their choice to develop an original digital story, including</p>

		<p>technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms).</p> <ul style="list-style-type: none"> • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video teleconferencing, multimedia techniques, internet access, library computer card catalogues). <p>K. Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.</p> <p>9.2.5.</p> <p>A. Explain the historical, cultural and social context of an individual work in the arts.</p> <p>9.3.5.</p> <p>A. Identify critical processes in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>E. Describe and use types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.</p> <p>G. Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's</p>		<p>illustrations</p> <ul style="list-style-type: none"> - Students will use graphic editors to alter the images to make them meet their needs <p>9.2.5.A.</p> <ul style="list-style-type: none"> - Students will do research on mythological creatures to find information of physical characteristics and behaviors <p>9.3.5.A.E.</p> <ul style="list-style-type: none"> - Students will research mythological creatures - Students will evaluate collaborative partner interpretations of their written descriptions of their creatures - Students will use their collaborative partner's graphic interpretations to edit their written descriptions - Students will upload their presentations to the class wiki for presenting and evaluations
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		<p>presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse).</p> <p>9.4.5.</p> <p>C. Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).</p>		<p>9.4.5.C.</p> <p>- Students will engage in collaborations with 7th grade partners to explore interpretations of written descriptions and how they differ from person to person</p>
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		<p>and what is needed for problem-solving</p> <ul style="list-style-type: none"> ○ Identify different sources of information, including text, people, video, audio, and databases ○ Identify and retrieve relevant information from sources; use technology to enhance searching ○ Revise information-gathering strategies that prove to be ineffective ○ Understand how information retrieved does or does not address original problem ○ Use retrieved information to accomplish a specific purpose ○ Present information clearly and persuasively using a range of technology tools and media ○ Evaluate the processes and products of these activities, including resulting social consequences <ul style="list-style-type: none"> ● Global Awareness <ul style="list-style-type: none"> ○ Understand that these interconnections can have both positive benefits and negative consequences. 	<p>mythological creatures</p> <ul style="list-style-type: none"> - Students will use a variety of research tools, including print materials, online searches, and any other media available to them - Students will evaluate their success with research based on the appropriateness of what they find in relation to what they need - Students will use their research findings and creativity to create an original creature to use throughout this project - Students will use a presentation tool of their choice to create an original illustrated digital story based on the given prompt - Students will upload their completed presentations to the class wiki for presenting and evaluation - Students will participate in self and peer evaluations regarding this project <p>Global Awareness</p> <ul style="list-style-type: none"> - Students (through online collaboration components of this project) will gain an understanding of how their written words may be misunderstood so they need to be cautious with every
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		<p>Inventive Thinking</p> <ul style="list-style-type: none"> • Adaptability/Managing Complexity • Self-Direction • Curiosity • Creativity • Risk-taking • Higher-Order Thinking and Sound Reasoning <p>Effective Communication</p> <ul style="list-style-type: none"> • Teaming and Collaboration • Interpersonal Skills • Personal Responsibility • Social and Civic Responsibility • Interactive Communication <p>High Productivity</p> <ul style="list-style-type: none"> • Prioritizing, Planning, and Managing 		<p>word</p> <p>Inventive Thinking</p> <ul style="list-style-type: none"> - Students will self-direct their research strategies - Students will help in setting goals and criteria for evaluations - Students will produce original creature illustrations, digital stories, and presentations based on a given prompt - Students will use graphic organizers to organize their research and thoughts - Students will problem-solve throughout this project based of collaborative partner interpretations and evaluations <p>Effective Communication</p> <ul style="list-style-type: none"> - Students will participate in small group research efforts during the initial phases of this project - Students will engage in online collaboration with a 7th grade partner - Students will develop an understanding of their responsibility in regard to proper and appropriate online communications - Students will participate in discussion postings with their collaborative partners
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		<ul style="list-style-type: none"> for • Results • Effective Use of Real-World Tools • Ability to Produce Relevant, High-Quality • Products 		<p>High Productivity</p> <ul style="list-style-type: none"> - Students will participate in all aspects of this project, including research strategies, evaluation criteria, and collaborations - Students will create an original presentation using technology tools of their choice - Students will upload and share their completed presentations for evaluation and reflection
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•		<p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <ul style="list-style-type: none"> a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. c. use models and simulations to explore complex systems and issues. <p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <ul style="list-style-type: none"> a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. d. contribute to project teams to produce original works or solve problems. 	<p>ISTE – NETS*S http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm</p>	<p>1.a. Students will engage in in research based on class content and individual interest 1.b. Students will create a graphic representation of an original mythological creature based on their research and already learned class content 1.c. Students will use an online graphic organizer to organize research material gathered for their creature 1.c. Students will use an online graphic organizer to organize thoughts for an original digital story presentation based on a given prompt</p> <p>2.a. Students will collaborate via the class wiki (discussion board postings) with 7th grade partners to construct accurate descriptions of an original mythological creature (written and graphic representations) 2.a.b.d. Students will use information from their collaborations to develop a complete digital story presentation based on a given prompt and using a presentation tool of their choice 2.b. Students will communicate online with their collaborative partners via the class wiki tools</p>
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		<p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p> <ul style="list-style-type: none"> a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. d. process data and report results. <p>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <ul style="list-style-type: none"> a. identify and define authentic problems and significant questions for investigation. b. plan and manage activities to develop a solution or complete a project. c. collect and analyze data to identify solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions. <p>5. Digital Citizenship Students understand human, cultural, and</p>	<p>2.d. Students will work with a partner during the initial research activity of the project</p> <p>3.a.b.c. Students will use a variety of resources to research mythological creatures, including class content, print, online, and video</p> <p>3.d. Students will complete online graphic organizers to organize their research and their thoughts for their presentation</p> <p>4.a. Students will participate in brainstorming sessions to develop criteria for creatures, presentations, and evaluations</p> <p>4.b. Students will identify necessary steps for project completion, including time frames</p> <p>4.c. Students will transmit their creature descriptions for collaborative partner input, which will then be evaluated for clarity</p> <p>4.d. Students will choose a presentation tool for the creation of their original digital story, as well as using graphic editors, graphic organizers, scanners, and any other required tools</p>
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		<p>societal issues related to technology and practice legal and ethical behavior. Students:</p> <ul style="list-style-type: none"> a. advocate and practice safe, legal, and responsible use of information and technology. b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for lifelong learning. d. exhibit leadership for digital citizenship. <p>6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:</p> <ul style="list-style-type: none"> a. understand and use technology systems. b. select and use applications effectively and productively. d. transfer current knowledge to learning of new technologies. 		<p>5.a. Students will use child-safe tools for research, including online sites and print materials</p> <p>5.a. Students will engage in healthy online communication with collaborative partners</p> <p>5.b. Students will participate in self and peer evaluations</p> <p>5.b. Students will gain an understanding of the importance of thoughtful communication and “thinking” before “sending”</p> <p>5.c.d. Students will do all aspects of this project themselves - cooperative help will be encouraged, but they will practice helping without doing</p> <p>6.a. Students will conduct research online</p> <p>6.b. Students will choose a presentation tool to create their story</p> <p>6.d. Students will use graphic organizers to organize their research and story thoughts</p> <p>6.d. Students will use an online graphic editor to alter images needed for project completion</p>
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<i>Level of inquiry</i>		<ol style="list-style-type: none"> 1. Partner research 2. Creature creation 3. Online collaboration with 7th grader 4. Online graphic organizer 5. Digital story presentation using teacher-given prompt 6. Uploads to class wiki 7. Self assessment (reflection) 8. Peer assessment 	Confirmation or verification (results known in advance)	Though students will have several choices within each requirement, each item is a necessity.
•		Teacher guided collaborations Writing prompt	Structured inquiry (prescribed procedure)	<ol style="list-style-type: none"> 1. Teacher provides basic guidelines/components for project: graphic representation of creature, written description of creature for collaborative partner, original story and story presentation based on a teacher-provided prompt, participation in evaluations 2. Teacher will assign research partners and collaborative partners
•		<ol style="list-style-type: none"> 1. Creature creations 2. Graphic organizer for creature research 3. Graphic organizer for story ideas 4. Presentation development 	Guided inquiry (student designed/selected procedures)	<ol style="list-style-type: none"> 1. Students will create an original creature based on their research and creativity 2. Students will organize their research in an online graphic organizer 3. Students will organize story ideas in an online graphic organizer 4. Students will choose a presentation tool they are comfortable with

•		Brainstorm: creature criteria, story elements, and evaluation items Self evaluations Peer evaluations	Open inquiry (questions are student-formulated through student-designed/selected procedures)	1. Students will participate in brainstorming sessions to develop criteria for creature creations, needed story elements, and items needed on the self and peer evaluation materials 2. Students will evaluate and edit their creature descriptions based on the collaborative partner interpretations
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		List Lesson Activity that Address Items included in Column 1		Explain the Specific Skill and How Students are Engaged
<i>Effective use of quality research tools</i>		Students will conduct research on mythological creatures	Databases--Follett Destiny	Students will locate materials available in their library on mythological creatures for their project using the library's online catalog
•		Students will conduct research on mythological creatures	Websites (using a search tool--Metacrawler)	Students will use the internet to do research on mythological creatures for their project
•		Students will conduct research on mythological creatures	Books/print resources	Students will use materials found in the library to aid in research direction, including books, vertical file materials, and other media sources
•		n/a	e-books (netLibrary, Gale Virtual Reference, Google Books, etc)	n/a

•		Students will conduct research on mythological creatures	Streamed media (Discovery Streaming)	Students may use all available resources, including Discovery Streaming, during their research on mythological creatures
•		n/a	Primary sources	n/a
•		Students will conduct research on mythological creatures, including information and ideas provided through online collaboration	Wikis	<ol style="list-style-type: none"> 1. Students will provide their collaborative partner with a written creature description for their graphic interpretation via the class wiki 2. Students will participate in discussion posts with their collaborative partners to collect information for their creatures and story presentation 3. Students will upload all project components to the class wiki for presentation and evaluation
•		n/a	Podcasts/webcasts	n/a
•		Background information on mythological creatures and characters	Other - class instruction	<ol style="list-style-type: none"> 1. Students will participate in class discussions during instruction 2. Students will participate in group and individual activities during instruction 3. Students are encouraged to ask questions

<i>Types of Communication</i>		Brainstorming sessions Discussion Board Postings Creature Creation Graphic Interpretation Creature Creation Written Description Digital Story Presentation (using a technology tool of their choice)	Narrative <ol style="list-style-type: none"> 1. Personal Expression 2. Myths/folk tales 3. Short story 4. Docu-Drama 	<ul style="list-style-type: none"> - Students will participate in brainstorming sessions for the development of criteria for various components of the project - Students will engage in active online communications with their collaborative partners for the purpose of establishing clarity of written descriptions - Students will engage in active online communication with their collaborative partners to edit and evaluate their creature descriptions - Students will engage in active online communication with their collaborative partners to gather input for ideas with their digital story
•		Brainstorming sessions Creature Creation Written Description	Informative/ Expository <ol style="list-style-type: none"> 1. How-to directions 2. Biographies 3. Summary reports 4. Book reports 	<ul style="list-style-type: none"> - Students will participate in brainstorming sessions to develop criteria for creature creation - Students will create a written description of a creature which their collaborative partner will graphically interpret

•		<p>Creature Creation Graphic Interpretation Creature Creation Written Description Creature Creation Evaluation and Editing Self Evaluations Peer Evaluations</p>	<p>Persuasive</p> <ol style="list-style-type: none"> 1. Advertisements/ Public Service 2. Describe and Conclude 3. Analyze and Conclude 4. Compare and Contrast 5. Cause and Effect 6. Documentary 	<ul style="list-style-type: none"> - Students will create a written description of a creature which their collaborative partner will graphically interpret - Collaborative partners will submit their graphic interpretations back to the student via the wiki for analysis of description accuracy and clarity - Students will complete peer evaluations for their collaborative partners and classmates - Students will complete self evaluations on their own work (reflections)
•		<p>Online Collaborative Submissions (creature creation and interpretations, story ideas, evaluations)</p>	<p>Collaborative Environment Participatory—users contribute on-going content to author's product</p>	<ul style="list-style-type: none"> - Students will engage in repeated online communications with their collaborative partners via the class wiki discussion boards- - Students will submit all work to the class wiki for story development, editing, presentation, and evaluation

<i>Potential for student engagement</i>		<p>Creature Description Peer and Self Evaluations</p>	<p>Students... Engage in higher order thinking (New Bloom's 2001) using technology</p> <ul style="list-style-type: none"> • Remember • Understand • Apply • Analyze • Evaluate • Create 	<ol style="list-style-type: none"> 1. Students will create an original mythological creature using information from their research 2. Students will analyze the effectiveness of the written creature descriptions based on their collaborative partner's graphic interpretation by comparing it to their own initial interpretation 3. Students will edit their descriptions based on their collaborative partner's graphic interpretation 4. Students will create an original digital story based on a given prompt using a presentation tool of their choice 5. Students will complete self and peer evaluations based on all project work
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•		Technology tools - online search tools, graphic organizers, presentation tool of choice, wiki navigation and use Digital Story Creation (based on teacher-given prompt)	Develop and demonstrate a depth of knowledge and understanding of central and significant concepts	<ol style="list-style-type: none"> 1. Students will conduct research about mythological creatures to gather information for their own creature creation 2. Students will appropriately use online tools (search engines, graphic organizers, class wiki) 3. Students will create an original digital story presentation based on a teacher-given prompt 4. Students will create a digital story using a presentation tool of their choice
•		Communication with Collaborative Partners	Engage in substantive conversation and/or elaborated writing that extends student understanding of the subject	Students will actively participate in online communications with their collaborative partners via the class wiki to clarify and edit written descriptions of their creatures and gather ideas for their digital story presentation

•		Collaboration and Teamwork	Connect subject matter to personal or public issues or concerns they have faced or are likely to face in the world beyond the classroom	1. Students will develop communication and collaboration skills necessary for survival in the digital community 2. Students will practice appropriate online communication etiquette and develop an understanding of its importance 3. Students will develop an understanding of the importance of clarity and focus in online communication 4. Students will develop an appreciation for teamwork during brainstorming sessions, mythology creature research, and the development of story ideas
•		Creature Creation Descriptions Peer and Self Evaluations	Have opportunities to revise thinking in a meaningful way	1. Students will develop an understanding of the importance of clarity and focus when they analyze the graphic interpretations of their collaborative partners 2. Students will complete self and peer evaluations allowing them to reflect on their experiences during the project and the impact of collaboration
•		n/a	Participate in instruction connected directly to students' interests	n/a

•		Brainstorming Sessions Graphic Interpretations Online Communication and Collaboration Self and Peer Evaluations	Ask questions and are encouraged to express opinions	<ol style="list-style-type: none"> 1. Students will participate in brainstorming sessions for the creation of creature and evaluation items 2. Students will analyze and reflect on their collaborative partner's graphic interpretation of their creature 3. Students will communicate and collaborate with the partners while developing ideas for their digital stories 4. Students will complete self and peer evaluations allowing for their reflection of the project
•		n/a	Work with real data sets	n/a
•		Class Wiki Graphic Organizers	Engage in online simulations and activities	<ol style="list-style-type: none"> 1. Students will navigate the class wiki and submit all project materials through it 2. Students will engage in online communications with their collaborative partners via the wiki discussion boards 3. Students will use online graphic organizers to organize their research and story ideas
•		n/a	Engage with people from a different culture	n/a (not supported in our district)

•		Internet Search Engines Online Communication	Conduct online research using a wide variety of appropriate resources	1. Students will conduct research using online search engines and other resources 2. Students will communicate online with their collaborative partners to gather ideas for their digital stories
•		Class Wiki	Collaborate and communicate virtually	Students will communicate online with their collaborative partners during each component of this project
•		Creature Creations Self and Peer Evaluations	Engage in exercises that require development of arguments and defense of explanations	1. Students will develop a written description of an original mythological creature to submit for graphic interpretation by their collaborative partner 2. Students will analyze and edit their creature descriptions based on their collaborative partner's graphic interpretation 3. Students will complete self and peer evaluations (reflections) which must give justifications for their opinions

•		Teacher Guidance Online Collaborations	Engage in meaningful conversations, both student-to-student and teacher-to-student, that focus on core concepts of curriculum	<ol style="list-style-type: none"> 1. Students will be encouraged to communicate any questions or concerns to the teacher for clarification 2. The teacher will monitor student progress and collaborations throughout the project and communicate feedback to them 3. Students will participate in online communication with their collaborative partners to complete the requirements of the project
•		Online Communication Creature Creation Descriptions and Graphic Interpretations Digital Story Creation Peer Evaluations	Engage in meaningful discussions while utilizing technology as the method for communicating, collaborating, analyzing, evaluating, and creating	<ol style="list-style-type: none"> 1. Students will communicate effectively via the class wiki with their collaborative partners 2. Students will submit their creature descriptions to their collaborative partners for graphic interpretation via the class wiki 3. Students will communicate with the collaborative partners via the class wiki to gather ideas for their digital story presentation 4. Students will complete peer evaluations via the class wiki

<i>Creative use of a web 2.0 communication tool</i>		SlideBoom TeacherTube	Presentation Sharing tools like Slideshare or screencasting	1. Students creating their presentations with PowerPoint will upload their completed presentations to SlideBoom to retrieve the necessary embed code for the wiki submission 2. Students creating their presentations using MovieMaker will upload their completed presentations to TeacherTube to retrieve the necessary embed code for wiki submission
•		n/a	Blogs	n/a (not supported in our district)
•		n/a	Pod/vod/webcasts	n/a (not supported in our district)
•		WikiSpaces	Wikis	Students will use the class wiki for all submissions and components of the project
•		n/a	Drawing; animation	n/a
•		n/a	TIGed, Ning or other social networking sites	n/a (not supported in our district)
•		Pinky Dinky Doo , Pixton , ToonDoo , Kerpoof , or Make Beliefs Comix .	ToonDo or other cartooning tool	Students will choose a presentation tool they want to use for their digital story creation
•		Myths and Legends Story Creator	VoiceThread or digital storytelling tools	Students will choose a presentation tool they want to use for their digital story creation
•			Skype/ooVoo	n/a (not supported in our district)

•			Twitter	n/a (not supported in our district)
•			Flickr	n/a (not supported in our district)
•			Social Bookmarking (e.g., del.icio.us, diigo)	n/a
•		Graphic Organizers	Other - Graphic Organizers (Mind42)	1. Students will organize their research using an online graphic organizer 2. Students will organize their ideas for their digital story using an online graphic organizer
<i>Differentiated Instruction</i>		Choice of creature to create Students choose content for their own digital story	Content	Students choose features and how involved their creature creation will be and the direction for their digital stories
		Research partners Collaborative partners	Process	Teacher selected partners based on needs Older student collaborative partners to aid throughout the process

		Choice of presentation tool Students choose content for their own digital story	Product	Students may choose a tool to create a slideshow, online story, comic, or any other appropriate digital storytelling tool Students choose the direction (characters, events, settings, etc) for their stories
		Individualization	Student Readiness	Pace and direction of projects are determined by each student individually based on their needs and skills
		Choice of creature to create Students choose content for their own digital story	Interests	Students choose features and how involved their creature creation will be and the direction for their digital stories
		1. Online graphic organizer 2. Choice of presentation tool 3. Choice on the amount of graphic and text content in presentation 4. Brainstorming sessions	Learning styles	Fleming's VAK Model: 1,2,3 mostly visual and kinesthetic needs met with this project 4 Auditory and visual
<i>Instructional Strategies</i>		Brainstorming sessions	High-level discussion	Students will participate in brainstorming sessions to develop criteria and guidelines for creature creations, digital story presentations, and assessments

•		<ol style="list-style-type: none"> 1. Individually guided research 2. Creature creation 3. Digital storytelling presentation 	Problem/Project-Based Learning	Research, creature creation, written description of creature, graphic interpretation of written description, digital story creation, presentation creation
•		<ol style="list-style-type: none"> 1. Brainstorming sessions 2. Graphic organizers 3. Online collaboration and communication 4. Use of technology to produce 	Authentic Learning	<ol style="list-style-type: none"> 1. Problem solving and face-to-face collaboration 2. Problem solving skills, organization skills 3. survive and flourish in 21st century, non-interpersonal relationships and communication 4. survive and flourish in 21st century, development of technology skills
•		<ol style="list-style-type: none"> 1. Research strategies 2. Graphic organizer 3. Graphic representation based on research and personal interest 4. Written creature descriptions 5. Online collaboration 6. Digital story using choice of presentation tools 7. Peer and self assessments 	Multi-modal	<ol style="list-style-type: none"> 1. online and print materials, as well as any other appropriate sources they find 2. technology, problem solving, organization skills 3. opportunity to display artistic interests or creative abilities 4. written communication, clarity and focus of written material 5. 21st century skill development 6. multimedia, technology 7. reflections on their work and their peers'

•		1. Research partners 2. 7th grade collaborative partners 3. Peer assessments	Peer teaching	1. Teacher made partner groups based on skills 2. Older students using their skill development to aid younger students in their own 3. Students will offer honest, supportive, and constructive feedback to their peers to aid in the evaluation of their own projects
•		1. Online communication via the class wiki 2. Research partners	Informal collaboration	1. Students will use available wiki tools to get to know their collaborative partners so they can develop a working relationship 2. Students will work with teacher-assigned partners for research - these partners are classmates with whom they already have a certain amount of camaraderie
•		1. Graphic Interpretations by collaborative partners of written creature creation descriptions 2. Digital story ideas and creation 3. Peer assessments	Formal collaboration	1. 2. Students will communicate via the class wiki to complete the graphic interpretations part of the project with their collaborative partners 3. Students will complete reflective assessments on their experiences with collaboration and assess their peers' presentations in meaningful, positive, and constructive ways

•		1. Class instruction 2. Research on mythological creatures 3. Technology tools	Invoking prior knowledge	1. Unit content includes drawing on prior knowledge of mythological characters and creatures 2. Students will draw upon unit content and personal interests to guide their research of mythological creatures 3. Students will build upon their technology skills during research, graphic interpretations, digital story presentation creation, and assessments
•		Choice of presentation tools	Tiered activities	Tiered activities will be related to each student's choices on presentation tools for this project. These choices will be made with teacher guidance with respect to individual skill levels, student interest, and any other factors affecting student performance
<i>Marzano's Instructional Strategies</i>		1. Research on mythological creatures 2. Analyzing the graphic interpretation of their collaborative partners in relation to their personal interpretations	Identifying Similarities and Differences	1. Compare/contrast several mythological creatures in the creation of a new original creature 2. Compare/contrast their initial illustrations of their creatures with the interpretations given by their collaborative partners

		1. 2. Online graphic organizers	Summarizing and Note-Taking	<p>1. Students will use an online graphic organizer to organize their research into mythological creatures</p> <p>2. Students will use an online graphic organizer to organize ideas for their digital story presentations</p>
		<p>1. Teacher feedback (formal and informal)</p> <p>2. Presenting their digital story presentations</p> <p>3. Self and peer assessments</p>	Reinforcing Effort and Providing Recognition	<p>1. The teacher will monitor all student work and progress, offering guidance and feedback as needed</p> <p>2. Students will upload their presentations to the class wiki for viewing by classmates, teachers, and parents</p> <p>3. Students will participate in self reflections and peer evaluations which must be positive and constructive in nature</p>
		n/a	Increasing Value in Homework and Practice	n/a

		<p>1. Creature creation initial illustration</p> <p>2. Graphic interpretations</p> <p>3. Digital story presentations</p>	Using Non-Linguistic Representation	<p>1. Students will create an initial illustration to use as a guide during the development of their written creature descriptions</p> <p>2. Students will use the graphic interpretations designed by their collaborative partners during this project</p> <p>3. Though designed for text, students may have the option to narrate their presentations</p>
		n/a	Incorporating Cooperative Learning Effectively	n/a
		<p>1. Brainstorming sessions</p> <p>2. Teacher feedback (formal and informal), self reflections, and peer evaluations</p>	Setting Objectives and Providing Feedback	<p>1. During brainstorming sessions students will develop criteria and guidelines, their creature creations and for their digital story presentations, and for the assessments</p> <p>2. All students will receive constructive feedback from three sources: teacher (during formal and informal assessments), peers, and self</p>
		n/a	Generating and Testing Hypotheses	n/a
		Teacher given prompt for digital stories	Utilizing Questions, Cues, and Advance Organizers	The teacher will provide the students with a prompt which will be their driving question for their projects

<i>Integrated use of free or other software applications</i>		n/a	Google Docs (all, not just word processing)	n/a, unless students choose to use them during the creation of their projects
•		n/a	Google Earth	n/a
•		Digital story presentations	Audacity	Students may choose this option as a presentation tool for their digital stories, especially if there is a learning barrier in regard to written communications/ presentations
•		Digital story presentations	MovieMaker	Students may choose this option as a presentation tool for their digital stories
•		Digital story presentations	PhotoStory	Students may choose this option as a presentation tool for their digital stories
•		n/a	Excel/Numbers	n/a
•		Digital story presentations	MS Word	
•		Digital story presentations	PowerPoint	Students may choose this option as a presentation tool for their digital stories
•		Digital story presentations	Other - MS Publisher, Glogster	Students may choose this option as a presentation tool for their digital stories

Assessment Tools (based on Intel Education) http://educate.intel.com/en/AssessingProjects/AssessmentStrategies		1. Gauging Student Needs 2. Encouraging Self-Direction and Collaboration	1. Participation 2.a. Project Plans 2.b. Self-Assessment and Reflection	1. Graphic Organizers, Brainstorming 2.a. Checklists, Prompts, Forms 2.b. Checklists, Forms
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		3. Monitoring Progress 4. Checking Understanding 5. Demonstrating Understanding	2.c. Peer Feedback 2.d. Teacher Observation 3. Informal Observations 4.a. Informal questioning 4.b. Informal Observations 5.a. Products 5.b. Student-led presentations	2.c. Checklists, Forms 2.d. Informal conferencing 3. Notes, checklists, conferencing 4.a. Questions, discussions 4.b. graphic organizers, checklists 5.a. Rubrics 5.b. Classmates, parents
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Form based on Standards Aligned System (SAS) *Lesson Plan/Unit Planning Checklist*, Pennsylvania Department of Education, draft revised March 24, 2009.

**** Integration Plan does not include a website evaluation because it is not an appropriate tool for this project.**

Things to Consider (in addition to other concepts and materials introduced in the course)

- *Clear expectations for student work*
 - Task-specific rubric/scoring guide (if applicable)
 - Quality of work
- *Effective teacher communication*
 - Clarity of instructions
- *Higher Order Thinking Skills*
 - Student Work
 - Questioning
- *21st Century Skills* <http://www.metiri.com/features.html>
 - Digital Literacy, Inventive Thinking, Effective Communication, High Productivity

- *Instructional strategies used to reach all learners*
 - Multiple and varied
- *Connections to:*
 - Research-based Instructional Strategies*:*
 - Identifying Similarities and Differences
 - Summarizing and Note Taking
 - Reinforcing Effort and providing recognition
 - Homework and Practice
 - Non-linguistic Representations
 - Cooperative Learning
 - Setting Goals and Providing Feedback
 - Generating and Testing Hypotheses
 - Questions, Cues, and Advance Organizers